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of the minor scale. Triads and chords sung first in melodic, then in harmonic, form.

V. *Composition of original melodies.*

## HISTORY.

MISS DERATT.

### QUESTIONS FOR DISCUSSION IN COURSES I AND II.

1. The bearing of certain psychological conclusions upon the study and teaching of history.

REFERENCES: James, *Talks to Teachers on Psychology; Psychology, Briefer Course*, chaps. xi, xvi, xviii, xix, xxii, xxiv; *Psychology, Advanced Course*, chaps. xiv, xvi, xvii, xviii, xxii, xxv; Titchener, *Outlines of Psychology*, chap. xi; Höffding, *Outlines of Psychology*, chaps. v, B and D, vi.

2. Considerations governing the selection of material for a course of study.

REFERENCE: Dewey, *School and Society*.

3. The possible uses to history-study of geography, local industrial and political conditions, libraries and museums, art and literature.

4. Reading, drawing, modeling, making, dramatization, and school organization as factors in the study of history.

### COURSE I. AMERICAN HISTORY FOR ELEMENTARY SCHOOLS.

First term, first half: history in the primary grades; period of discovery; colonial period.

First term, second half: colonial industries; the Mississippi valley; beginnings of western settlement.

Second term, first half: advance of mechanical invention; the northwest; the Pacific coast.

Second term, second half: industrial changes of the last half-century.

1. Review of the work done in the primary grades with reference to its value as preparation for the history presented in the upper grades.

2. Discovery and exploration of America. Difference of purpose and plan in the use of this material in the primary grades and with the older children. For an outline of the course in the primary grades see ELEMENTARY SCHOOL TEACHER, Vol. III, No. 6, (February, 1903), p. 352. The discovery of America considered as a part of the whole course of geographical discovery from the Viking voyages to the present polar expeditions. Centers of study: the Vikings; geographical ideas of the Middle Ages; mediæval routes of travel; the crusaders; Marco Polo; the earlier Portuguese navigators; Columbus; Vasco da Gama; Magellan; Drake; Nansen. Possibilities of related work in geography, science, mathematics, literature, English composition, art. Handwork growing out of the needs of the course: boat-

making ; apparatus for simple astronomical observations ; map-making ; time-keeping apparatus ; printing and book-making ; illuminating.

REFERENCES: See ELEMENTARY SCHOOL TEACHER, Vol. III, No. 6 (February, 1903), p. 352.

3. The English colonies in America. Grades in which this work can be done to the best advantage. Geography of the Atlantic seaboard and its effects on industry. The importance of the household industries. The relation of means of transportation to the united life of the colonists, to intercourse with Europe, and to a knowledge of the interior of the continent. Centers of study: a New England farming community ; New Amsterdam ; a Virginia plantation. Related work in geography, science, sociology, literature, English composition. Handwork : apparatus for weaving ; spinning, dyeing, knitting, weaving ; candle-making ; soap-making ; milling. Observation of modern methods of filling the like needs. Visit textile exhibit in Field Museum, Hull House, and Art Institute.

REFERENCES: Powell, *Physiographic Regions of the United States*, "National Geographic Monographs;" Davis, *The Physical Geography of Southern New England*, *ibid.*; Mill, *International Geography*; Shaler, *Nature and Man in America*; *idem*, *The United States of America*; Weedon, *Economic and Social History of New England*; Fiske, *Old Virginia and Her Neighbors*; Bruce, *Economic History of Virginia in the Seventeenth Century*; Lodge, *A Short History of the English Colonies*; Earle, *Home Life in Colonial Days*; *idem*, *Colonial Dames and Good Wives*; *idem*, *Child Life in Colonial Days*; *idem*, *Customs and Fashions of Old New England*; *idem*, *Stage Coach and Tavern Days*; Eggleston, *Beginners of a Nation*; Page, *The Old South*; Johnson, *The Village Communities of Cape Anne and Salem*; "Johns Hopkins University Studies," First series; Eggleston, "Husbandry in Colony Times," *Century*, Vol. V, p. 431; "Commerce in the Colonies," *ibid.*, Vol. VI, p. 234; "Social Conditions in the Colonies," *ibid.*, p. 848; "The Colonists at Home," *ibid.*, Vol. VII, p. 837; "Social Life in the Colonies," *ibid.*, Vol. VIII, p. 387; Chapin, "The Westover Estate," *Harper's*, Vol. XLII, p. 801; Page, "The Old Dominion," *ibid.*, Vol. LXXXVIII, p. 4; "Colonial New England," *ibid.*, Vol. LXVI, p. 111; "Colonial Virginia and New England," *ibid.*, p. 706; "Evolution of New York," *ibid.*, Vol. LXXXVI, p. 814.

4. The French in the Mississippi valley. Reasons for the selection of this material. The beginning of commerce between America and the Old World; the effect of a commodity of great commercial value upon the settling of a new country. Centers of study: the northern fisheries; the fur-trading post; Quebec, the French capital; a Jesuit mission; exploration of the Mississippi, Marquette and Joliet; the Mississippi valley as a possible New France, La Salle; A French village in Illinois; the southern terminus of Mississippi trade, Bienville. Related work in geography, science, literature, mathematics, English composition. Handwork (chiefly illustrative): making of a frontier fort; a canoe; Indian traps; modeling in clay of scenes in the stories. Visit to the rooms of Chicago Historical Society.

REFERENCES: Thwaites, *Jesuit Relations*; Parkman, *La Salle and the Great West*; *idem*, *The Old Régime in Canada*; *idem*, *The Jesuits in North America*; Catherwood,

*Story of Tonty*; *idem*, *Heroes of the Middle West*; Winsor, *Narrative and Critical History of North America*; Shea, *Discovery and Exploration of the Mississippi Valley*; *idem*, *Charlevoix' History of New France*; Flint, *History and Geography of the Mississippi Valley*; Turner, *The Character and Influence of the Indian Trade in Wisconsin*; *A Study of a Trading Post*, "Johns Hopkins University Studies," Ninth Series; Biggar, *Early Trading Companies of New France*; Monette, *The Valley of the Mississippi*; Wallace, *The History of Illinois and Louisiana under the French Rule*; Hinsdale, *The Old Northwest*; King, *Bienville*; "A Canadian Habitant," *Harper's*, Vol. LXVII, p. 375; "Iberville and the Mississippi," *ibid.*, Vol. LXXXIX, p. 722; "History of the American Bison," *Ninth Annual Report*, Department of The Interior.

5. Western settlement. Beginnings of the English advance westward. The meeting of the French and English advance posts. Study of the Appalachians as a barrier, and the routes and means of transportation westward before the use of steam. Life in Kentucky, Tennessee, and the Northwest Territory. Effect of deficient means of transportation upon the frontier industries.

REFERENCES: Roosevelt, *Episodes from the Winning of the West*; *idem*, *The Winning of the West*; Sparks, *Expansion of the American People*; *The Wilderness Road*, "Filson Club Publications," Vol. II; *The First Exploration of Kentucky*, *ibid.*, Vol. XIII; Hulbert, *Historic Highways*, Vol. I; Hinsdale, *The Old Northwest*; Allen, *The Blue Grass Region of Kentucky*; Speed, *The Wilderness Road*; Shaler, *Kentucky, a Pioneer Commonwealth*; Allen, *History of Kentucky*; Ranck, *History of Lexington, Kentucky*; Flint, *Daniel Boone*; Roosevelt and Cabot, *Hero Tales from American History*; *Washington's Journal of His Tour to the Ohio*, "Old South Leaflets," Kaler, *On the Kentucky Frontier*; Taylor, *History of Ohio*; Howells, *Recollections of Life in Ohio*; Drake, *The Making of the Ohio Valley States*; Colonel Mox, *Journeys to the Ohio Country*; "Earliest Settlements in Ohio," *Harper's*, Vol. LXXI, p. 552; "Kentucky," *ibid.*, Vol. LXXVIII, p. 255; "Blue Grass Region of Kentucky," *ibid.*, Vol. LXXII, p. 386; "Kentucky Pioneers," *ibid.*, Vol. LXXV, p. 48; "In the Footprints of the Pioneers," *ibid.*, Vol. XVIII, p. 741; "Pioneers of Kentucky," *ibid.*, Vol. XXV, p. 577; "Simon Kenton," *ibid.*, Vol. XXVIII, p. 289; "Daniel Boone," *ibid.*, p. 293, *ibid.*, Vol. XIX, p. 577; "Joe Daviess of Kentucky," *ibid.*, Vol. XXI, p. 341; "Log Cabin Life in Early Ohio," *Magazine of American History*, August, 1890, p. 101; "Cumberland Gap," *Harper's*, Vol. LXXIII, p. 50.

6. Revolutionary period and its consequences. Relation of the history of the westward movement to that of our own locality. Restrictions of the English government upon American industries. The new government and its work of organization. The significance of the great mechanical inventions of the period. Changes effected by the Cumberland Pike and the Erie Canal. The exploration of the Northwest. The fur trade in the Oregon region. The old Santa Fé trail and the invasion of the Spanish territories. Early history of Illinois. Improvements in transportation and the changes wrought by them in the West. Types of western industries.

REFERENCES: Roosevelt, *The Winning of the West*; Perkins, *Annals of the West*; Wright, *Industrial Development of the United States*; Cutler, *Menasseh Cutler: Life*,

*Journals, and Correspondence; Menasseh Cutler's Description of Ohio*, "Old South Leaflets;" Channing and Hart, *American History Told by Contemporaries*; Hart, *Guide to American History*; Birbeck, *Letters from Illinois*; *idem*, *Notes on a Journey in America*; Michaux, *Travels to the Westward of the Alleghany Mountains*; Martineau, *Society in America*; Blanchard, *Discovery and Conquest of the Northwest*; "Chicago Historical Society Publications (Fergus Papers);" Breckenridge, *Recollections of the West*; McMaster, *History of the People of the United States*; Cones, *Lewis and Clarke's Expedition*; Barrows, *Oregon*; Irving, *Astoria*; Parkman, *The Oregon Trail*; Mowry, *Marcus Whitman and the Early Days of Oregon*; Shaler, *The United States of America*; "Locomotion, Past and Present," *Harper's*, Vol. XLVI, p. 161; Inman, *The Santa Fé Trail*; The First Overland Trip to California," *Harper's*, Vol. XXI, p. 80; "Life in California Before the Gold Discovery," *Century*, Vol. XIX, p. 613; "The First Emigrant Train to California," *ibid.*, Vol. XIX, p. 106; "Pleasures and Perils of the California Trip in '49," *ibid.*, Vol. XX, p. 911; "To California in '49," *ibid.*, p. 666; "Across the Plains in 1846," *ibid.*, p. 409; "Pioneer Days in San Francisco," *ibid.*, Vol. XXI, p. 541; "The Old National Pike," *Harper's*, Vol. LXIX, p. 801; "Development of Mechanical Inventions," *ibid.*, Vol. L, p. 67.

7. Development of manufactures under the factory system and transportation by steam. Possible study of the Civil War in its social and industrial meaning rather than in its military aspects. Discussion of the relative importance of the two standpoints. Discussion of the extent to which the development of political institutions may be profitably dealt with in the elementary school, and of the best mode of approach to a consideration of political matters. The presentation of economic questions in the concrete form by picturing the society in which they were a factor.

REFERENCES: Wright, *Industrial Evolution of the United States*; Shaler, *The United States of America*; Martineau, *The Man and the Hour*; Benton, *Thirty Years' View*; Frederick Douglas, *Life and Times*, by himself; Goldwin Smith, *Wm. Lloyd Garrison*; Bishop, *History of American Manufactures*; Hale, *Kansas and Nebraska in 1854*; Wilson, *Rise and Fall of the Slave Power in America*; Smedes, *Memorials of a Southern Planter*; Wilkinson, *Story of the Cotton Plant*; Hammond, *Cotton*; Channing and Hart, *American History Told by Contemporaries*, Vol. IV; Johnson, *American Orations*; Greeley, *History of the Slavery Struggle*; Chase and Sanborn, *North and South*; Arnold, *The Tobacco Industry in Virginia Since 1860*, "Johns Hopkins University Studies," Fifteenth Series; Bentley, *The Condition of a Western Farmer as Illustrated by the Economic History of a Nebraska Township*, *ibid.*, Eleventh Series; Robinson, *Loom and Spindle*; "Slavery Time; Told by a Slave," *Harper's*, Vol. XLVI, p. 509; "My Life as a Slave," *ibid.*, Vol. LXIX, p. 730; "Story of Plantation Life," *ibid.*, Vol. LXXVIII, p. 39; "Story of a Georgia Plantation," *ibid.*, p. 887; Herndon and Weik, *Life of Lincoln*; Nicolay and Hay, *Life of Lincoln*; Ireland, *Life and Times of Lincoln*; Lamon, *Life of Lincoln*; Morse, *Life of Lincoln*; Tarbell, *Life of Lincoln*; Tarbell and Davis, *Early Life of Lincoln*; Raymond, *Life of Lincoln*; Scripps, *Life of Lincoln*; Crittenden, *Speeches of Lincoln*; Stoddard, *Table Talk of Lincoln*; Browne, *Everyday Life of Lincoln*; Coffin, *Lincoln*; N. Brooks, *Lincoln*; Thayer, *The Pioneer Boy*; Catherwood, *Spanish Peggy*; Sanborn, *Life and Letters of John Brown*.

## COURSE II. HISTORY FOR THE PRIMARY GRADES.

*First grade.*—Observation of local industries. Basis of selection of industries to be visited. Reconstruction of the observed activity by means of play, dramatic representation, making, drawing, and modeling. Stories and songs. Making and furnishing of a playhouse, involving design, modeling in clay, work in wood and cardboard, weaving, and simple needlework. Making of articles useful in school or at home. Visits to museum and study of pictures to see other methods of carrying on the same industries. Stories and their use for purposes of history study in the primary grades.

REFERENCES: Viollet-le-duc, *Homes and Habitations of Man in All Ages*; Harwood, "The Story of a Pine Board," *St. Nicholas*, Vol. XXV, p. 20; Gardner, *Homes and All about Them*; Müller, *The Training of a Craftsman*.

*Second grade.*—Observation of local industries continued. New elements which come into the work of second-grade children as compared with that of the younger children. The use of the history of primitive society for interpreting the meaning of present industries. The questioning of the necessity back of the fundamental industries. Examination of types of primitive society chosen to show how they may be made to serve this purpose. Hunter life: food, weapons, dwelling, clothing, fire. Shepherd life: domestication and care of animals, pottery, weaving, social customs. Beginnings of tillage; discovery of seed propagation. Arts and customs dependent on a fixed habitation. Handwork: dyeing, weaving, simple needlework; making of apparatus for textile work.

REFERENCES: Keller, *The Swiss Lake Dwellers*; Joly, *Man before Metals*; Figuier, *Primitive Man*; Mason, *Woman's Share in Primitive Culture*; Starr, *Some First Steps in Human Progress*; Waterloo, *The Story of Ab*; Morgan, *Houses and House Life among the American Aborigines*; *idem*, *The League of the Iroquois*; Smithsonian Institution, *Bureau of Ethnology, 1879-1888*; Starr, *American Indians*; Tylor, *Primitive Culture*; Fiske, *Discovery of America*; Shea, *Charlevoix' History of New France*; Shaler, *Domesticated Animals*; Sven Hedin, "With the Shepherds of the Khotan-Daria," *Through Asia*, Vol. I, p. 602; Doughty, *Arabia Deserts*; Baldwin, *Old Stories of the East*; *Old Testament Stories in Scripture Language*, "Riverside Series," No. 46; Beale, *Stories from the Old Testament*; Mumford, *Oriental Rugs*; Holt, *Oriental Rugs*; "A Suit of Clothes," *Harper's*, Vol. LXXX (1890), p. 685.

*Third grade.*—Cooking, gardening, and making of pottery. Visits to the city sources of food supply. Processes carried on in the city. Tracing of the materials used in the processes to their origin. Visit to a farm. Primitive tools and methods: plows, mills, modes of cooking, pottery. Stories of the improvement of tools. Primitive farming and beginnings of trade and city life. Stories of pioneers. Literature and art illustrative of the farming seasons; seedtime; harvest.

REFERENCES: "Agricultural Machinery," *Iconographic Encyclopedia*, Vol. VI, p. 177, Plates 1-8, 56-60; Small and Vincent, "The Family on a Farm," *An Introduction to the Study of Society*; Abbott, *Primitive Industry*; Voorhees, *First Principles of*

*Agriculture*; Carpenter, *Geographical Readers, North America*; Chase and Clow, *Stories of Industry*; Butterworth, *The Growth of Industrial Art*; Binns, *Story of the Potter*.

*Fourth grade.*—Commerce, travel, and means of transportation. Study of transportation within the city, making of boats, cars, roads, bridges. Early travel to Chicago from the East. Local history, with the evolution of local industries. Simple problems of public service; water supply, illumination, streets, bridges. Printing; how it may be carried on in the school. Visit to newspaper offices and public library. Stories of explorers.

REFERENCES: Kirkland, *History of Chicago*; Andreas, *History of Chicago*; Perkins, *Annals of the West*; Wentworth, *Early Chicago*, "Chicago Historical Society Publications (Fergus Papers);" Brown, *Present and Future Prospects of Chicago*, *ibid.*; Martineau, *Chicago in 1836*, *ibid.*; Brown, *Early History of Illinois*, *ibid.*; Patterson, *Early Society in Southern Illinois*, *ibid.*; Cleaver, *Reminiscences of Early Chicago*, *ibid.*; Fenno, *A Winter in the West*, *ibid.*; *Directory of Chicago, 1839 and 1846*, *ibid.*; Mason, *Chapters from Illinois History*; Mather, *The Making of Illinois*; Ford, *History of Illinois*; Gardiner and Struve, *History of Illinois*; Bateman and Selby, *Historical Encyclopedia of Illinois*; Cleaver, *History of Chicago*; Blanchard, *History of Illinois*; Breese, *Early History of Illinois*; Bross, *History of Chicago*; "Old Chicago," *Harper's*, Vol. LXI, p. 711; "Studies of the Great West," *ibid.*, Vol. LXXVI, p. 869; Mrs. Kinzie, *Waubun*.

For further references see ELEMENTARY SCHOOL TEACHER, Vol. III, No. 6 (February, 1903), p. 352, and Vol. III, No. 7 (March, 1903), pp. 451, 452.

## MANUAL TRAINING.

MISS LANGLEY.

THE manual-training department offers two courses in woodworking. The general course requires two hours a day of benchwork and presents the subject in outline. The special course requires four hours a day of benchwork and presents the subject in detail.

One purpose of these courses is to consider the aims of educational manual training and the best methods of carrying on the work. For the accomplishment of this purpose each member of the class is required to prepare a plan for a course in manual training appropriate for elementary and secondary grades. These plans are discussed in detail by the instructors and the class from three points of view: (a) the essentials of any manual-training plan; (b) the adaptation of a plan to children of different ages; (c) possible variations due to environment.

A second purpose is the attainment by the student of the greatest amount of skill possible in the given time. The exercises prescribed involve, therefore, the use of all the common woodworking tools, and the effort is to present such a progression of difficulties as shall keep pace with the increasing power of the worker.